**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade:1st** | | | **Date(s)**: Day 1 |
| **Unit Title:**  Wanted! A Few Good Friends | | | **Corresponding Unit Task: Task #1 – Creating a Song About Rules** | | |
| **Essential Question(s):**   * + - * Why is it important for good readers, writers, and speakers to remember the important details when retelling a story, poem, or informational text? * How do illustrations help good readers locate and remember the important details in a story? * How does using capital letters at the beginning of a sentence and correct punctuation at the end of a sentence help writers communicate their ideas more clearly? * Why is it important for good listeners to give others the opportunity to speak when we are sharing ideas? * How can drawing pictures help us better communicate our ideas, thoughts, feelings, and understandings? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Brand New Pencils Brand New Books book**  **Chart paper**  **Markers**  **Student paper and pencils**  **Pencil Cutouts** | | | | **Author –** A person who writes a story.  **Capitalization -** The process of using capital letters appropriately in written text.  **Character traits –** The details in a story that describe the personal qualities or attributes of characters that make them special. Character traits include *likes, dislikes, habits, behaviors, values, physical appearance, sense of humor,* etc. Good authors include clues in the text to help define the traits of individual characters.  **Illustrations -** Pictures that help tell a story. Illustrations often included additional details essential to the story plot that are not explicitly stated in the text.  **key details –** The important details in narrative text that are critical to the process of moving the plot of a narrative text forward. Key details support the main idea and should be included when summarizing the story. In expository text, key details include important words and phrases in a text that are worth noting and remembering.  **Characters**- The people or animals in the story.  **Setting-** Where a story takes place.  **Retelling –** The process of providing readers an opportunity to demonstrate their comprehension of a text by explaining it to others, either orally or in writing. The process of retelling includes recounting the main ideas and important details sequentially and concisely. | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards: RL.1.2** - Retell stories, including key details, and demonstrate understanding of their central message or lesson.  **RI.1.7** - Use the illustrations and details in a text to describe its key ideas.  **I Can Statement(s):** I can identify the main topic of a text.  I can retell the key details of a text.  I can use pictures in a text to tell about important ideas.  I can use details in a text to tell about important ideas.  **Instructional Plan: Today in reading we will read Brand New Pencils Brand New Books and discuss class and school rules. After the read- aloud, we will discuss the events of the story, review he read- aloud, we will discuss the events of the story, punctuthe books. I will connect the rules we already in place tpunctuation, characters, retelling, setting and other important parts to reading a book. The students will brainstorm rules for our classroom and then we will compare them to the class rules in the books. I will connect the rules we already in place through PBIS in the common areas to our class rules. Students will do a think pair share to discuss how to follow the rules and do what is right.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards: W.1.5** - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  **I Can Statement(s):** I can write with focus on a topic.  I can respond to questions and suggestions from peers.  I can add details to strengthen my writing as needed.  **Instructional Plan: In writing today we will write a way we can follow rules on pencil cutouts from the book Brand New Pencils Brand New Books we read earlier during reading. Students will review our classroom rules and discuss ways that we can follow rules. They will then be able to write a way they can follow the rule on the pencil cutout.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **I Can Statement(s):**  **Instructional Plan:** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards: SL.1.1** - Participate in collaborative conversations with diverse partners about grade 1 topics and text with peers and adults in small and larger groups.   1. Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).   **SL.1.4 -** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly**.**  **I Can Statement(s):** I can participate in conversation with diverse partners about grade 1 topics with peers.  I can describe people with details that matter.  I can express ideas clearly.  **Instructional Plan:**  **Students will participate in a Think Pair Share discussing the classroom rules, the rules from the book and what it takes to follow the rules. I will model for the students first how to do a think pair share and then let the kids do it. They will be able to work together with their partners, exchange ideas, describe people and topics with detail and working on listening skills.** | | | | |
| **Closing/Summarizing Strategy** | **In closing we will review our class rules and talk about what it means to follow rules and how we can be good listeners. Students will be able to role play different scenarios of following rules and how to follow the rules.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students will be able to create a class constitution after We the Kids read aloud.** | | **Students will work in partners with one stronger person and one less stronger person to work together to complete the pencil cut out writing piece.** | | | **Post pictures next to the rules to help with ESL students and students with limited language.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s): Pre assessment from GCS, think pair share, and the rule pencil cutout.** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*